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ABSTRACT

Descriptions of reading programs and services related to elementary reading instruction in 16 Washington, D.C. schools are included in this report. Data are reported for grade levels only and combines information for all schools. Basal readers are the most commonly used materials, with approaches used with these materials varying greatly across and within grade levels. Linguistics/phonics, initial teaching alphabet, and language experience approaches are also commonly used, and both analytic and synthetic methods of word recognition were reported. This report contains descriptive information; no attempts were made to evaluate the effectiveness of programs. Data collected for this report will be analyzed, and a forthcoming publication will present evaluative information. Tables are included. (MS)

ED 059841

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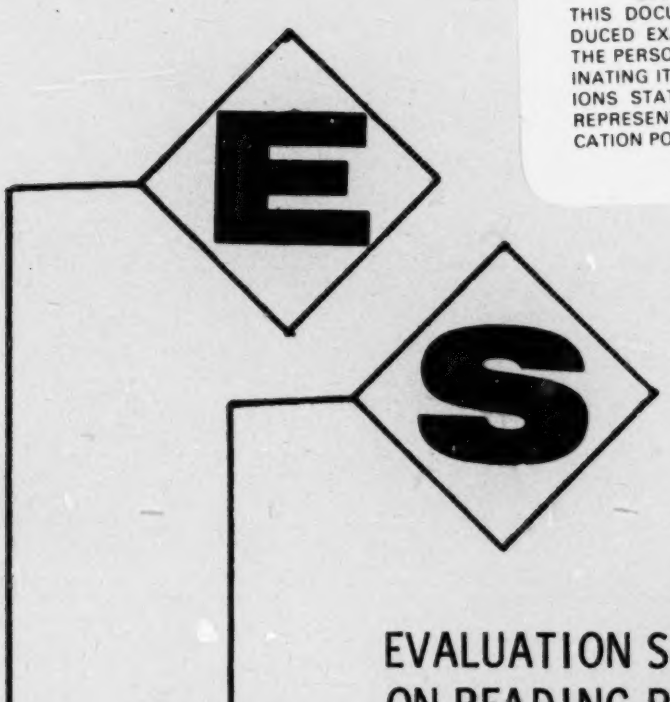

EVALUATION SYSTEM REPORT ON READING PROGRAMS For School Year 1970-71

Series A: Reading Programs
Report No. R & E 1-71A
October, 1971

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Division of Planning, Research and Evaluation
Public Schools of the District of Columbia

RE004 010

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Bancroft
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Research and Evaluation Reports
Series A: Reading Programs
Report No. R & E 1-71A
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EVALUATION SYSTEM REPORT ON READING PROGRAMS FOR SCHOOL YEAR 1970-71

I. INTRODUCTION

A. Purpose of This Report

This report provides descriptions of reading programs and services related to reading instruction for grades 1-6 in 16 elementary schools. It is part of a series of reports to be made by the Departments of Research and Evaluation on results from the Educational Evaluation System. This report contains descriptive information. Further descriptive and evaluative information about reading programs will be included in other reports as data are analyzed. Although all information collected by the evaluation system is related to pupils, programs, teachers, and schools, the data to be reported here will be for grade levels only, and will combine information for all schools.

The general purpose of the Educational Evaluation System of the D.C. Public Schools is to collect information about students, their instructional programs, and their schools that will be of aid in assessing programs in the schools, and to evaluate effectiveness, overtime, of different programs for students at different grade levels. The Educational Evaluation System is being developed and implemented by the Departments of Research and Evaluation of the D.C. Public Schools in cooperation with individual schools and their teachers. An important goal of the Evaluation System is to provide continuing feedback of findings as quickly, completely, and usefully as possible to principals, teachers and others.

In this report the method by which data were collected will be described. Then, a summary of selected findings will be presented with respect to reading programs for students in elementary grades in the 16 schools, and finally, interpretive statements and tentative conclusions will be provided.

II. METHOD

Data on reading programs were collected in the following way.

A Reading Program Form was distributed to each teacher in October or early November of 1970 and again in May of 1971. The teacher was asked to indicate for each student in his class the materials that were being used by that student for purposes of reading instruction, and the levels at which the materials were being used. Teachers could indicate which material was used most frequently, next most frequently, and third most frequently, however a teacher did not have to report three different materials if that were not appropriate.

The teacher was to indicate for each child just what materials, up to three in number, were in fact being used by that student during the preceding month. Included on the Form were some questions concerning additional reading instruction and other items with respect to the individual student for whom the Form was completed. In effect, all data on reading programs to be reported here have come from the Reading Program Forms completed by teachers in the Fall and in the Spring of 1970-71. Forms were distributed and explained to teachers by members of the Reading Department staff. This year no effort was made to check the reliability of the Forms. Where errors in completion of the Form could be determined, an effort was made to go back to teachers for correct information. However, it is important to note that specific tests of the reliability of the data on the Form have been made this year. Once Forms were completed by teachers they were processed by the Department of Automated Information Systems, and a number of analyses were made of the information thus obtained. One set of results from the Fall Forms was returned to the teachers in the Spring of 1971 just before the

Easter vacation. The present report provides comparative information from the processing of Forms from both Fall and Spring. In one case a cross-tabulation is provided, and, since there were changes in numbers of students and some loss in number of matching Forms, the totals for the cross-tabulations will be seen to be less than the total useable Forms for each grade level. It is also important for the reader to note that teachers were not asked to make a determination about the method of teaching reading.

Reading materials were grouped on the Reading Program Form in eight basic categories. These categories will be called approaches -- Basal series, Linguistic/Phonic, Programmed/Structured approaches, Language Experience, Individualized Reading, Supplementary Materials, Special approaches, and Other. Teachers were not required to restrict their descriptions of the reading program for a particular student to any one category. They were asked to select materials from whatever categories were appropriate, regardless of the name of the category. For some analyses, we have grouped responses under the different categories for purposes that will be explained in the text to follow.

It is important to note what a reading program means in the context of the Educational Evaluation System, and in the context of this report. A reading program, for a given student, for purposes of this report is defined as: the approach, priority, material, and level combination reported for a particular student at a particular time of year. Thus, for example, a reading program for a first grade student may consist of the following: first priority or emphasis: Basal series, Bank Street Reader, at the 1-1 level; second priority: Linguistic/Phonic approach, Phonovisual charts,

at the 1-1 level; and third emphasis or priority: Language Experience Charts made by the teacher with the class, at a 1-1 level. Another student in the same classroom may be reported by the teacher to have the following reading program: Basal series; Bank Street Reader at the 1-1 level (grade 1, first semester level) and no other material or approach. While approaches and materials imply in many cases a method of teaching reading, as the term method is frequently understood, no direct measurement or observation has been made about the specific methodology used by a teacher to instruct a given student in reading.

III. FINDINGS

A. Approaches, Materials, and Emphases by Grade

Table 1 shows for each grade (1-6) the number of students and the percentage of students per grade who were reported by the teacher to be using a particular reading material in the Fall and in the Spring. Table 1 gives results only for the materials that were reported to be used most frequently; that is, those materials given primary emphasis or first priority by the teacher. Table 1 shows, for example, that of all the students in the first grade for whom Forms were completed by teachers in the Fall, 308, or 18.03%, were reported to be using Bank Street Readers most frequently. One student (or 0.05%) was reported to be using Basic Lippincott most frequently, and 326 students (or 19.08%) were reported to be using Ginn 100 Basal Readers most frequently. The total number of students for whom data were reported at each grade in the Fall and the Spring, is as follows:

Grade	Fall	Spring
1	1,707	1,715
2	1,595	1,638
3	1,811	1,781
4	1,927	1,895
5	1,637	1,438
6	1,472	1,488

There were, both in Fall and in Spring, a small number of students (approximately 98-100) who were reported to be in non-graded classes. The results for them were tabulated separately from those for students reported to be in regular graded classes and are not included in this report. Also, although tables have been compiled for the number and percentages of students at each grade level using given materials as a second emphasis (or second in order of frequency) and also for those that were third in order of frequency, they will not be included in this report for the sake of simplicity.

The reader will note that for each major category of materials, such as Basal, Lingustic/Phonic, Programmed, etc., the total number of students for whom material in that category was reported to be used most frequently is given as a Column Total. Using the Column Totals for each category or approach as an indicator, it is clear from Table 1 that Basals are used most frequently at all six grade levels for students in the 16 schools.

As an aid to the teacher in further interpreting Table 1, it may be helpful to know, for each grade, the second and third most frequently used materials, as reported by teachers. Below is a list for each grade the number of students for whom a second material was reported, and also the three most frequently reported second emphasis materials, as expressed by percentages of students. Similarly, the number of students for whom a third material was reported at each grade is shown,

along with the percentage of students reading the three most frequently reported third emphasis materials.

Grade	Second Emphasis	%	Third Emphasis	%
1	Total No. Students	1,672	Total No. Students	1,457
	Phono-visual	63.75%	Exper. Charts:	
	Exper. Charts:		Teacher made	69.04%
	Teacher made	12.91%	Phono-visual	6.86%
	Phonics We Use	11.42%	Exper. Charts:	
			Commercial	4.25%
2	Total No. Students	1,572	Total No. Students	1,416
	Phono-visual	41.53%	Exper. Charts:	
	Phonics We Use	30.85%	Teacher	54.09%
	Exper. Charts:		Reading Comp.	
	Teacher	9.16%	D.C. Schools	10.79%
			Phonics We Use	10.65%
3	Total No. Students	1,680	Total No. Students	1,174
	Phonics We Use	37.38%	Exper. Charts:	
	Phono-visual	30.65%	Teacher	43.72%
	Exper. Charts:		Variety of Pub.	
	Teacher	6.24%	Materials	10.70%
			Reading Comp.	
			D.C. Schools	10.26%
			Phono-visual	10.04%
4	Total No. Students	1,796	Total No. Students	1,597
	Phonics We Use	42.01%	Exper. Charts:	
	Phono-visual	16.30%	Teacher	24.29%
	Exper. Charts:		Reading Comp.	
	Teacher	8.56%	D.C. Schools	20.10%
			Exper. Charts:	
			Commercial	8.20%
5	Total No. Students	1,399	Total No. Students	1,103
	Phonics We Use	45.53%	Exper. Charts:	
	Phono-visual	18.72%	Teacher	27.47%
	Exper. Charts:		Reading Comp.	
	Teacher	7.07%	D.C. Schools	18.22%
			Other	10.66%

Grade	Second Emphasis	%	Third Emphasis	%
6	Total No. Students	1,325	Total No. Students	923
	Phonics We Use	36.22%	Reading Comp. D.C. Schools	18.74%
	Reading Comp. D.C. Schools	8.98%	Exper. Charts: Teacher	10.61%
	Exper. Charts: Teacher	8.15%	MacMillan Reading Spectrum	8.55%

These figures for the second and third most frequently used materials at each grade level come from the Fall Reading Program Form. Figures for the Spring reading programs are similar in emphasis.

The reader should note that no indication of the levels at which materials were used is given in Table 1. Data related to levels at which different materials were used at each grade will be discussed below in Table 3, and in Table 4 a summary of combinations of major approaches will be given.

A number of teachers indicated both in the Fall and in the Spring that they were using materials other than those listed on the Reading Program Form. Table 2 shows the number of whole classrooms (or classes) that at each grade level reported use of the materials indicated. Table 2 is intended to provide an indication of the variety of additional materials used by teachers at different grade levels with their students with one emphasis or another. Table 2 refers to material being used in the Fall. A separate count was made of materials being used only with individual students within a classroom, but those data will not be included in this report.

Table 1
Approaches and Materials, By Grade and Time of Year

Primary Emphasis

Approaches & Materials	Fall/ Spring	Grade 1 N	%	Grade 2 N	%	Grade 3 N	%	Grade 4 N	%	Grade 5 N	%	Grade 6 N	%
BASAL													
Bank Street	F	308	18.03	455	28.52	521	28.76	466	24.17	103	06.28	38	02.58
	S	273	16.18	473	31.13	419	24.83	320	17.57	52	03.60	9	00.65
Basic Lippincott	F	1	00.05	1	0.06	0		0		0		0	
	S	6	00.35	0		0		1	00.05	0		0	
Betts	F	34	01.99	164	10.28	121	06.68	220	11.41	270	16.48	151	10.25
	S	9	00.53	137	09.01	127	07.52	226	12.41	233	16.14	96	06.98
Bookmark	F	0		0		1	00.05	2	00.10	13	00.79	7	00.47
	S	1	00.05	0		0		19	01.04	11	00.76	0	
Ginn 100	F	326	19.08	231	14.48	479	26.44	334	17.32	281	17.15	336	22.82
	S	381	22.58	312	20.53	455	26.97	369	20.26	285	19.75	276	20.07
Ginn 360	F	15	00.87	8	00.50	23	01.27	1	00.05	39	02.38	21	01.42
	S	41	02.43	2	00.13	31	01.83	35	01.92	56	03.88	19	01.38
Harper and Row	F	0		0		13	00.71	0		0		10	00.67
	S	0		0		14	00.82	6	00.32	7	00.48	14	01.01
Houghton Mifflin	F	33	01.93	49	03.07	96	05.30	110	05.70	127		44	02.98
	S	41	02.43	35	02.30	82	04.86	101	05.54	52	03.60	12	00.87
Invitation Benefic	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Lyons and Carnahan	F	0		0		1	00.05	0		40	02.44	8	00.54
	S	0		0		0		0		34	02.35	0	

Table 1

Approaches and Materials, By Grade and Time of Year

Primary Emphasis

Approaches & Materials	Fall/ Spring	Grade 1 N	Grade 1 %	Grade 2	Grade 2 %	Grade 3	Grade 3 %	Grade 4	Grade 4 %	Grade 5	Grade 5 %	Grade 6	Grade 6 %
Macmillan	F	13	00.76	15	00.94	16	00.88	100	05.18	40	02.44	132	08.96
	S	13	00.77	25	01.64	15	00.88	92	05.05	34	02.35	90	06.54
Reading Heath	F	0		2	00.12	0		2	00.10	40	02.44	5	00.33
	S	0		0		0		6	00.32	0		14	01.01
Reading American	F	6	00.35	9	00.56	0		45	02.33	29	01.77	16	01.08
	S	0		10	00.65	0		35	01.92	10	00.69	36	02.61
Scott, Bright Hor	F	1	00.05	10	00.62	11	00.60		0	4	00.24	0	
	S	2	00.11	1	00.06	8	00.47		0	0		0	
Scott, Curric Found 6	F	105	06.14	26	01.63	77	04,25	55	02.85	97	05.92	120	08.15
	S	83	04.91	30	01.97	78	04.62	93	05.10	105	07.27	59	04.29
Scott, Open Hiways	F	36	02.10	9	00.56	15	00.82	27	01.40	23	01.40	58	03.94
	S	25	01.48	10	00.65	18	01.06	22	01.20	52	03.60	58	04.21
Sheldon	F	458	26.81	401	25.14	164	09.05	436	22.61	296	18.07	286	19.42
	S	476	28.21	297	19.55	190	11.26	350	19.22	247	17.11	303	22.03
Other	F	19	01.11	45	02.82	108	05.96	10	00.51	78	04.76	62	04.21
	S	14	00.82	26	01.71	33	01.95	21	01.15	67	04.64	85	06.18
Unknown	F	0		3	00.31	0		1	00.05	1	00.06	0	
	S	0		0		0		0		0		1	00.07
Column Totals	F	1355		1430		1646		1809		1453		1294	
	S	1365		1358		1470		1696		1245		1072	

Table 1
Approaches and Materials, By Grade and Time of Year

Primary Emphasis

Approaches & Materials	Fall/ Spring	Grade 1 N	Grade 1 %	Grade 2	Grade 2 %	Grade 3	Grade 3 %	Grade 4	Grade 4 %	Grade 5	Grade 5 %	Grade 6	Grade 6 %
LINGUISTIC													
Basic SRA	F	5	00.29	5	00.31	0		0		6	00.36	0	
	S	0		0		0		0		0		0	
Lippincott	F	32	01.87	6	00.37	0		0		0		0	
	S	0		0		0		1	00.05	0		0	
Merrill	F	14	00.81	0		14	00.77	11	00.57	0		1	00.06
	S	25	01.48	0		0		0		13	00.90	0	
Miami	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Open Court	F	0		0		17	00.93	4	00.20	0		0	
	S	0		5	00.32	25	01.48	4	00.21	7	00.48	11	00.80
Palo Alto	F	0		0		0		0		0		0	
	S	0		0		0		0		0		2	00.14
Phonetic Keys	F	0		0		0		0		0		0	
	S	1	00.05	0		0		2	00.10	0		1	00.07
Phonics We Use	F	2	00.11	2	00.12	1	00.05	58	03.00	34	02.07	31	02.10
	S	16	00.94	33	02.17	8	00.47	48	02.63	48	03.32	69	05.01
Phono Visual	F	116	06.79	59	03.69	18	00.99	12	00.62	2	00.12	1	00.06
	S	72	04.26	23	01.51	57	03.37	10	00.54	1	00.06	4	00.29
Project Decoding	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	

Table 1
Approaches and Materials, By Grade and Time of Year

Primary Emphasis

Approaches & Materials	Fall/ Spring	Grade 1 N	%	Grade 2 N	%	Grade 3 N	%	Grade 4 N	%	Grade 5 N	%	Grade 6 N	%
Readiness	F	0		0		0		0		0		0	
	S	0		0		0		0		1	00.06	0	
Structural	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Other	F	0		7	00.43	0		0		0		0	
	S	0		0		0		0		0		12	00.87
Unknown	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Column Totals	F	169		79		50		85		42		33	
	S	114		61		90		65		70		99	
PROGRAMMED													
Lift Off	F	0		0		0		0		0		0	
	S	0		0		0		0		1	00.06	0	
Programmed, Sullivan	F	28	01.63	0		31	01.71	0		0		0	
	S	55	03.26	0		33	01.95	0		2	00.13	0	
Project Read	F	28	01.63	0		0		0		0		1	00.06
	S	0		0		0		0		0		2	00.14
Starter/101	F	0		0		0		0		0		0	
	S	0		0		1	00.05	0		0		0	

Table 1
Approaches and Materials, By Grade and Time of Year

Primary Emphasis

Approaches : Materials	Fall/ Spring	Grade 1 N	%	Grade 2	%	Grade 3	%	Grade 4	%	Grade 5	%	Grade 6	%
Other	F	0		0		0		0		0		0	
	S	0		1	00.06	0		0		1	00.06	0	
Unknown	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Column Totals	F	56		0		31		0		0		1	
	S	55		1		34		0		4		2	
LANGUAGE													
Exper Charts Comm	F	2	00.11	4	00.25	2	00.11	0		0		0	
	S	1	00.05	2	00.13	3	00.17	1	00.05	3	00.20	2	00.14
Exper Charts Teacher	F	79	04.62	38	02.38	56	03.09	5	00.25	1	00.06	38	02.58
	S	66	03.91	42	02.76	40	02.37	35	01.92	14	00.97	3	00.21
Lang Exper Noble	F	0		2	00.12	1	00.05	0		0		0	
	S	0		18	01.18	0		0		7	00.48	1	00.07
Other	F	0		9	00.56	0		0		23	01.40	0	
	S	0		6	00.39	5	00.29	0		24	01.66	0	
Unknown	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Column Totals	F	81		53		59		5		24		38	
	S	67		68		48		36		48		6	

Table 1
Approaches and Materials, By Grade and Time of Year

Primary Emphasis

Approaches & Materials	Fall/ Spring	Grade 1 N	%	Grade 2	%	Grade 3	%	Grade 4	%	Grade 5	%	Grade 6	%
INDIVIDUALIZED													
Variety	F	0		0		1	00.05	28	01.45	23	01.40	24	01.63
	S	0		2	00.13	39	02.31	11	00.60	36	02.49	121	08.80
Little UWL	F	0		0		0		0		14	00.85	0	
	S	0		0		1	00.05	9	00.49	0		2	00.14
MacMillan	F	0		0		0		0		0		0	
	S	0		0		0		0		0		31	02.25
Scholastic	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
SRA Read	F	0		0		0		0		0		0	
	S	0		0		5	00.29	2	00.10	0		18	01.30
Other	F	0		0		0		0		0		5	00.33
	S	26	01.54	0		0		1	00.05	9	00.62	0	
Unknown	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Column Totals	F	0		0		1		28		37		29	
	S	26		2		45		23		45		172	
SUPPLEMENTARY													
Bowmar	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	

Table 1

Approaches and Materials, By Grade and Time of Year

Primary Emphasis

pproaches Materials	Fall/ Spring	Grade 1 N	%	Grade 2	%	Grade 3	%	Grade 4	%	Grade 5	%	Grade 6	%
Carousel	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Dan Frontier	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Deep Sea Adventure	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Invitations Scott	F	0		0		0		0		28	01.70	0	
	S	0		0		0		0		0		1	00.07
Jim Forest Field	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Mystery Adven Benefic	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Pacesetters	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Reading Comp D.C.	F	0		0		0		0		32		54	03.66
	S	0		0		0		1	00.05	0		3	00.21
Other	F	0		1	00.06	0		0		22		1	00.06
	S	0		1	00.06	0		0		10	00.69	1	00.07

Table 1
Approaches and Materials, By Grade and Time of Year

Primary Emphasis

Approaches & Materials	Fall/ Spring	Grade 1 N	%	Grade 2	%	Grade 3	%	Grade 4	%	Grade 5	%	Grade 6	%
Unknown	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Column Totals	F	0		1		0		0		82		55	
	S	0		1		0		1		10		5	
SPECIAL													
Century	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Distar	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Frostigs Develop	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
I/T/A	F	47	02.75	32	02.00	0		0		0		0	
	S	39	02.31	27	01.77	0		0		0		0	
Other	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Unknown	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Column Totals	F	47		32		0		0		0			
	S	39		27		0		0		0			
OTHER													
Specified 1	F	0		0		23	01.27	0		0		22	01.49
	S	0		1	00.06	0		0		21	01.45	19	01.38

Table 1

Approaches and Materials, By Grade and Time of Year

Primary Emphasis

pproaches : Materials	Fall/ Spring	Grade 1 N	%	Grade 2	%	Grade 3	%	Grade 4	%	Grade 5	%	Grade 6	%
Specified 2	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Specified 3	F	0		0		1	00.05	0		0		0	
	S	0		0		0		0		0		0	
Unknown	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Column Totals	F	0		0		24		0		0		22	
	S	0		1		0		0		21		19	

UNKNOWN

Unknown Values	F	0		0		0		1	00.05	0		0	
	S	21	01.24	0		0		0		0		0	
Zero Filled	F	0		0		0		0		0		0	
	S	0		0		0		0		0		0	
Column Totals	F	0		0		0		1		0		0	
	S	21		0		0		0		0		0	

Table 2
Number of Classrooms at Each Grade Level
Using Materials Not Included in Table I
for Reading Instruction in Fall

Materials	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL
Weekly Reader	5	4	5	2	4	6	26
Harbrace Edition			1	1	1		3
Reader's Digest			2	3	6	5	16
Using the Context			2	1	1		4
Croft	2		1	1	1	1	6
Treanor Language				2		1	3
Social Studies				2	2		4
Individual Study Sheets				1		1	2
Peabody Language		2					2
Our Language Today - Fillmore					1	1	2
Borg-Warner	2	1					3
Merrill Skilltext Series		2		1	1	2	6
Teacher Made Materials	1		1	2			4

B. Levels at Which Materials Are Used

Teachers indicated, on the Reading Program Form, the level at which each material reported was used by each student. Table 3 provides one summary of levels at which the different categories of materials or approaches were being used in each grade in the Fall and in the Spring. Each column of the Table is an approximate grade level chosen by the teacher to indicate the level of the material being used within the category -- Basal, Linguistic/Phonics, Programmed Materials, etc. Note that there are 14 possible levels starting with Reading Readiness (RR) and extending up through the 8th grade level. Note also that above the third grade level of materials, the Form did not give teachers the opportunity to indicate whether the student was using materials at the first semester or the second semester level. The percentages of students using the materials of a given type at different levels for each grade are based on the number of students reported to be using them regardless of whether they were the primary, most frequently used material, or second most frequently used, or third most frequently used. The totals shown in the last column on the right in Table 3 for each are the total number of students reported by teachers to be using materials classified in the category shown. It is not an unduplicated count of the total number of students for each category , since a student who was using a Basal as a first choice and a second Basal reader to supplement the first would be counted twice under Basal in arriving at this total. There were, however, relatively few such cases; therefore, the percentages shown for each category, both in the Fall and Spring, are approximately representative of what would be obtained if each student were counted once and only once. The Table shows, for example, for the first grade in the Fall, that, of the total number of students using Basal

Table 3

Levels at Which Materials are Used, by Grade and Time of Year, as Expressed by Percentages of Students Using Materials at Each Level

Grade Levels for Grade 1

Approach/Materials	Fall/ Spring	RR	PP	P	1-1	1-2	2-1	2-2	3-1	3-2	4	5	6	7	8	Unk	Total*
Basal	F	46.1	51.0	14.0	10.0	0.2	0.3	0.1	0	0	0	0	0	0	0	0.1	1513
	S	4.9	21.5	25.0	21.8	19.6	5.0	1.7	0.1	0.1	0.1	0	0	0	0	0.5	1523
Linguistic/Phonic	F	52.5	32.7	0.9	13.2	0.1	0.4	0	0	0	0	0	0	0	0	0.2	1637
	S	8.3	17.1	21.4	28.9	1.9	2.1	1.0	0.1	0	0.1	0	0	0	0	1.5	1518
Programmed	F	94.7	3.5	0	1.8	0	0	0	0	0	0	0	0	0	0	0	57
	S	19.5	13.3	13.3	16.4	20.3	7.8	7.8	0.8	0	0	0	0	0	0	0.8	128
Language	F	52.4	40.7	1.0	3.8	0.1	0.1	0	0	0	0	0	0	0	0	0	49
	S	7.2	22.6	18.6	24.7	19.3	4.1	1.2	0.2	0	0	0	0	0	0	2.0	1153
Individualized	F	30.6	38.7	4.1	26.5	0	0	0	0	0	0	0	0	0	0	0	49
	S	6.4	5.0	25.7		25.0	19.3	14.3	4.3	0	0	0	0	0	0	0	140
Supplementary	F	91.8	0	4.9	1.6	1.6	0	0	0	0	0	0	0	0	0	0	61
	S	0.8	12.9	21.8	37.1	19.4	7.3	0	0	0	0.8	0	0	0	0	0	124
Special	F	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	47
	S	0	2.3	11.6	23.3	20.9	32.6	9.3	0	0	0	0	0	0	0	0	43
Other	F	53.7	43.9	0	0	0	0	0	0	0	0	0	0	0	0	2.4	41
	S	33.3	4.8	0	19.0	42.9	0	0	0	0	0	0	0	0	0	0	21
Unknown	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	284
	S	0.4	0.4	1.3	0.7	0.2	1.1	0	0	0	0	0	0	0	0	95.9	539

*The total for each row is the total number of students using a material of the type indicated regardless of emphasis. It includes students using several materials of a given type with different frequency or emphasis.

Table 3

Levels at Which Materials are Used, by Grade and Time of Year, as Expressed by Percentages of Students Using Materials at Each Level

Grade Levels for Grade 2

Approach/Materials	Fall/ Spring	RR	PP	P	1-1	1-2	2-1	2-2	3-1	3-2	4	5	6	7	8	Unk	Total*
Basal	F	2.9	27.2	24.4	13.9	14.6	14.6	0.3	0.8	0.1	0	0	0	0	0	1.2	1464
	S	0.6	3.3	11.6	10.7	11.4	27.0	27.6	3.2	2.4	0	0	0	0	0	0.1	1446
Linguistic/Phonic	F	2.3	9.3	11.7	19.8	16.0	39.5	1.0	0	0.1	0	0	0.1	0	0	0.4	1632
	S	1.1	3.5	7.4	10.5	10.2	40.2	24.0	1.5	1.6	0	0	0	0	0	0.1	1300
Programmed	F	6.7	0	6.7	33.3	0	40.0	6.7	0	0	0	0	0	0	0	6.7	15
	S	0	9.1	3.0	6.1	0	30.3	6.1	21.2	6.1	12.1	0	6.1	0	0	0	33
Language	F	5.4	19.6	17.3	13.7	13.6	26.6	2.4	0.1	0	0	0	0	0	0	1.2	1107
	S	2.2	4.3	9.8	14.1	9.2	33.0	22.9	2.5	1.3	0	0	0	0	0	0.7	909
Individualized	F	11.7	3.9	11.7	11.7	9.1	29.9	7.8	6.5	0	3.9	3.9	0	0	0	0	77
	S	0	2.4	10.5	10.1	13.9	23.0	24.4	8.4	4.2	2.1	1.0	0	0	0	0	287
Supplementary	F	0	14.8	8.9	15.2	20.7	35.0	0.4	3.0	0.4	0	0.4	0	0	0	0	39
	S	1.4	0.5	9.0	5.2	16.7	26.7	23.8	9.5	3.3	1.4	1.9	0	0	0	0.5	210
Special	F	15.4	25.6	12.8	17.9	20.5	7.7	0	0	0	0	0	0	0	0	0	39
	S	15.6	3.1	0	9.4	12.5	3.1	56.3	0	0	0	0	0	0	0	0	32
Other	F	0	24.0	0	8.0	4.0	64.0	0	0	0	0	0	0	0	0	0	25
	S	4.1	0	12.2	16.3	6.1	28.6	20.4	10.2	2.0	0	0	0	0	0	0	49
Unknown	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	189
	S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	649

*The total for each row is the total number of students using a material of the type indicated, regardless of emphasis. It includes students using several materials of a given type with different frequency or emphasis.

Table 3

Levels at Which Materials are Used, by Grade and Time of Year, as Expressed by Percentages of Students Using Materials at Each Level

Grade Levels for Grade 3

Approach/Materials	Fall/ Spring	RR	PP	P	1-1	1-2	2-1	2-2	3-1	3-2	4	5	6	7	8	Unk	Total*
Basal	F	2.1	5.2	9.7	11.5	6.8	20.5	15.7	25.5	1.6	1.3	0	0	0	0	0.1	1743
	S	0.4	2.7	3.4	8.4	6.0	12.0	15.1	18.1	27.7	4.8	0.3	0.1	0.3	0	0.7	1612
Linguistic/Phonic	F	0.5	6.4	3.6	8.1	6.7	20.6	19.8	31.8	1.1	0.6	0	0	0	0	0.7	1482
	S	1.1	2.5	1.5	5.9	5.3	11.8	15.0	27.9	21.4	6.6	0	0	0.2	0	0.7	1316
Programmed	F	3.1	3.1	37.5	25.0	3.1	3.1	9.4	12.5	3/1	0	0	0	0	0	0	32
	S	1.7	10.3	1.7	3.4	3.4	15.5	17.2	13.8	8.6	24.1	0	0	0	0	0	58
Language	F	3.3	3.7	9.4	15.7	6.5	14.9	17.3	27.4	0.2	0.6	0	0	0	0	0.9	987
	S	1.8	3.0	2.9	8.9	5.0	11.7	15.3	27.3	22.3	1.0	0.1	0	0	0	0.5	973
Individualized	F	2.5	2.5	3.0	8.1	3.0	34.3	11.9	30.5	1.7	2.5	0	0	0	0	0	236
	S	3.4	1.6	3.0	2.5	4.5	14.1	13.2	24.1	25.1	4.6	2.9	0.2	0.2	0	0.7	561
Supplementary	F	0	0	1.5	5.8	6.9	16.0	26.9	42.9	0	0	0	0	0	0	0	275
	S	0	0.9	0.9	4.7	0	4.2	7.0	42.3	31.6	8.4	0	0	0	0	0	215
Special	F	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	1
	S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	F	0	6.7	0	0	0	41.6	16.9	34.8	0	0	0	0	0	0	0	89
	S	0	0	0	13.2	2.6	18.4	23.7	0	42.1	0	0	0	0	0	0	38
Unknown	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	588
	S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	570

*The total for each row is the total number of students using a material of the type indicated, regardless of emphasis. It includes students using several materials of a given type with different frequency or emphasis.

Table 3

Levels at Which Materials are Used, by Grade and Time of Year, as Expressed by Percentages of Students Using Materials at Each Level

Grade Levels for Grade 4

Approach/Materials	Fall/ Spring	RR	PP	P	1-1	1-2	2-1	2-2	3-1	3-2	4	5	6	7	8	Unk	Total*
Basal	F	1.5	1.0	2.4	1.4	17.6	7.8	17.8	16.4	28.4	0.9	0	0	0	0	0.2	1837
	S	0.3	0.5	1.3	2.2	2.8	6.6	9.7	13.7	20.1	38.4	3.9	0.2	0	0	0.3	1764
Linguistic/Phonic	F	2.1	0.8	2.0	6.3	2.5	13.9	7.8	12.8	12.2	38.3	0.9	0	0	0	0.5	1425
	S	0.3	0.4	1.2	3.5	2.6	8.8	5.9	11.6	17.1	45.2	2.5	0.5	0	0	0.2	1285
Programmed	F	0	0	0	0	0	0	0	73.3	13.3	0	0	0	0	0	13.3	15
	S	0	0	0	0	0	0	33.3	66.7	0	0	0	0	0	0	0	3
Language	F	3.2	1.4	4.8	7.7	1.0	12.6	10.0	13.2	9.7	35.5	0.6	0	0	0	0.4	817
	S	0.2	2.7	2.0	3.1	3.4	7.2	7.7	14.2	12.2	44.8	2.3	0	0	0	0.2	553
Individualized	F	0.2	0.9	1.1	2.0	2.4	5.5	14.1	10.8	11.9	40.2	2.9	0	0	0	8.1	455
	S	0.1	0.2	0.2	2.5	4.4	4.3	5.7	10.7	20.1	37.1	11.8	2.3	0.2	0	0.3	884
Supplementary	F	0.2	0.2	0.3	1.5	1.4	7.7	11.8	10.0	12.2	49.2	2.7	0	0	0	2.7	583
	S	0.2	0.4	0.2	0.2	1.9	5.7	4.0	11.7	16.9	49.6	7.8	0.4	0	0	0.7	472
Special	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	F	4.8	0.5	0	0.5	0	7.5	1.6	9.6	2.1	72.3	0.5	0	0	0	0.5	188
	S	0	0	0	6.8	0	0	0	20.5	50.7	20.5	0	0	0	0	1.4	73
Unknown	F	0	0.2	0	0.2	0	0	0	0	0	0	0	0	0	0	99.6	461
	S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	648

*The total for each row is the total number of students using a material of the type indicated, regardless of emphasis. It includes students using several materials of a given type with different frequency or emphasis.

Table 3

Levels at Which Materials are Used, by Grade and Time of Year, as Expressed by Percentages of Students Using Materials at Each Level

Grade Levels for Grade 5

Approach/Materials	Fall/ Spring	RR	PP	P	1-1	1-2	2-1	2-2	3-1	3-2	4	5	6	7	8	Unk	Total*
Basal	F	0.1	0.1	0.3	1.9	0.1	3.8	3.6	9.9	13.9	28.6	33.1	1.5	0	0	3.1	1600
	S	0.1	0.3	0.8	0.7	1.2	2.6	2.9	5.8	11.7	26.1	42.0	5.2	0	0	0.7	1359
Linguistic/Phonic	F	0	0.1	0.3	2.0	0.1	4.7	5.5	9.9	13.2	28.1	35.7	0.2	0	0	0.3	1049
	S	0.1	0.3	0.1	1.6	0.6	1.1	1.3	6.8	12.9	25.3	43.1	2.8	0	0	3.8	703
Programmed	F	0	0	0	0	0	5.0	0	15.0	20.0	35.0	25.0	0	0	0	0	20
	S	0	0	0	0	0	0	0	0	0	4.4	55.6	37.8	0	0	2.2	45
Language	F	0	0.2	0.4	4.0	0	1.9	3.0	8.8	7.5	23.5	47.5	2.3	0	0	0.9	570
	S	0.4	0.6	1.4	0.6	1.6	2.2	2.2	2.9	8.1	20.0	57.0	1.8	0	0	1.4	509
Individualized	F	0	0	0	0	0	0.4	2.7	6.3	9.8	34.9	38.4	1.2	0	0	6.3	255
	S	0	0.2	0.9	0.2	0	2.7	2.5	3.6	7.8	26.2	48.1	7.6	0	0	0.2	447
Supplementary	F	0	0	0	0.5	0.2	3.7	3.9	8.8	8.5	29.0	41.7	3.7	0	0	0	434
	S	0	0.2	0.2	0.6	1.1	0.4	2.3	6.1	11.8	30.7	43.1	3.2	0	0	0.4	476
Special	F	0	0	0	0	0	0	3.1	0	0	0	96.9	0	0	0	0	32
	S	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	2
Other	F	0	0	0	0.6	0	0	6.1	5.6	3.4	8.4	65.9	5.6	0	0	4.5	179
	S	0	0	0	2.2	0	0	0.4	6.7	4.4	32.0	54.2	0	0	0	0	225
Unknown	F	0	0	0	0	0	0	0	0	0	0.1	0	0	0	0	99.9	772
	S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	548

*The total for each row is the total number of students using a material of the type indicated, regardless of emphasis. It includes students using several materials of a given type with different frequency or emphasis.

Table 3

Levels at Which Materials are Used, by Grade and Time of Year, as Expressed by Percentages of Students Using Materials at Each Level

Grade Levels for Grade 6

Approach/Materials	Fall/ Spring	RR	PP	P	1-1	1-2	2-1	2-2	3-1	3-2	4	5	6	7	8	Unk	Total*
Basal	F	0.1	0.1	0.9	1.0	0.1	0.5	2.2	4.3	5.1	18.1	27.5	39.5	0.3	0	0.2	1515
	S	0.1	0.2	0.3	0.2	0.2	0.2	1.1	3.7	4.3	11.4	20.9	56.3	0.7	0.2	0.1	1223
Linguistic/Phonic	F	0	0.1	0.7	0.7	0.7	1.3	3.4	4.8	6.7	13.4	31.5	34.7	0	0	1.8	685
	S	0	0.4	0.3	0.4	0.4	0.5	1.2	5.0	3.9	10.7	25.0	47.9	0.8	0.1	3.5	776
Programmed	F	0	0	0	0	0	2.1	0	8.5	0	6.4	12.8	23.4	0	0	46.8	47
	S	4.9	0	0	0	0	0	0	2.4	0	19.5	43.9	26.8	0	0	2.4	41
Language	F	0	0.8	0.3	1.6	2.1	2.4	1.3	8.0	3.7	13.3	20.0	45.3	0.5	0	0.5	375
	S	0.4	0	0.7	1.1	0.4	0.4	0.4	3.0	2.6	10.4	19.0	0	0.4	0	0	269
Individualized	F	0	0.2	0.2	0	0.9	2.3	1.2	1.8	3.7	17.5	22.4	49.1	0	0	0.7	434
	S	0	0	0	0.1	0.2	0.7	1.2	8.1	2.4	12.9	22.6	46.8	4.0	0.8	0.1	848
Supplementary	F	0	0.2	0.2	0.4	0	0.7	3.3	2.2	2.4	17.7	25.2	43.5	0	0	42	457
	S	0	0.2	0	0	0.4	0.4	0.5	1.2	3.2	9.2	17.4	66.3	1.2	0	0	564
Special	F	0	0	0	0	0	0	0	0	0	0	0	100	0	0	0	1
	S	0	0	0	0	0	0	0	0	0	0	75.0	25.0	0	0	0	8
Other	F	0	0	0	0	1.5	1.5	0.5	0.5	3.4	8.3	18.0	63.6	0	0	4.9	206
	S	0	0	0	0	0	0	0	0	2.5	4.1	7.1	76.6	9.1	0	0.5	197
Unknown	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100.	696
	S	0	0.2	0	0	0	0	0	0.2	0	0	0.2	0	0	0	100	539

*The total for each row is the total number of students using a material of the type indicated, regardless of emphasis. It includes students using several materials of a given type with different frequency or emphasis.

readers, regardless of relative frequency, 46.1% were using them at the Reading Readiness level, while in the Spring, 4.9% were at the Reading Readiness level. Similarly, for Grade 1, it shows that in the Fall, 1/10th of 1% of the 1513 students making up the total were using a Basal at the second grade, second semester (2-2) level. In the Spring, however, 1.7% of the 1,523 students were using a Basal with some degree of frequency at that level.

C. Approach/Materials Combinations

As stated above, the various materials that were checked by teachers can be (and on the Reading Form were) grouped into categories suggesting approaches to reading instruction. To indicate the relative frequency of different combinations of approaches for teaching reading in each grade, a count was made of the number of students having identical combinations of approaches, regardless of specific materials used with each approach. Results are summarized in Table 4. Table 4 shows for each grade the percentage of students having the combinations of approaches indicated. Thus, for example, for the first grade it can be seen that 59.40% of the first grade students for whom useable data were reported were being instructed with the use of a Basal Reader, a material falling under the Linguistic/Phonics category, and a Language Experience material. Within that group, of course, there were a variety of different Basals, a variety of different Linguistic/Phonics materials, and some variety of Language Experience materials, as can be seen by referring back to Table 1. The percentages shown in Table 4 for each individual grade can be added to indicate the total percentage of students, for example, for whom a Basal Reader at the first grade level was the primary material used in combination

Table 4:
Percentages of Students Having Specific Reading Approaches in the Fall, By Grade

Grade 1

First Emphasis	Second Emphasis	Third Emphasis	% *
Basal	--	--	1.98
Basal	Basal	--	.05
Basal	Basal	Ling/Phon	1.05
Basal	Ling/Phon	--	1.92
Basal	Ling/Phon	Ling/Phon	5.02
Basal	Ling/Phon	Programmed	.05
Basal	Ling/Phon	Lang Exp	59.40
Basal	Ling/Phon	Individual	1.40
Basal	Ling/Phon	Suppl Mater	.23
Basal	Ling/Phon	Other	1.30
Basal	Lang Exp	--	3.80
Basal	Lang Exp	Ling/Phon	1.60
Basal	Lang Exp	Lang Exp	.06
Basal	Lang Exp	Individual	1.50
Ling/Phon	Basal	--	.88
Ling/Phon	Basal	Ling/Phon	.23
Ling/Phon	Basal	Lang Exp	4.60
Ling/Phon	Ling/Phon	--	1.90
Ling/Phon	Ling/Phon	Lang Exp	.82
Ling/Phon	Lang Exp	--	.94
Ling/Phon	Lang Exp	Basal	.35
Ling/Phon	Lang Exp	Other	.12
Ling/Phon	Suppl/Mater	Lang Exp	.06
Programmed	Ling/Phon	Suppl Mater	3.30
Lang Exp	--	--	.12
Lang Exp	Basal	Ling/Phon	.06
Lang Exp	Ling/Phon	Basal	1.50
Lang Exp	Ling/Phon	Lang Exp	.47
Lang Exp	Ling/Phon	Other	1.20
Lang Exp	Lang Exp	--	.18
Lang Exp	Lang Exp	Ling/Phon	.64
Special	Lang Exp	--	2.75

*Total number of students on which percentages are based is 1,712.

Table 4:
Percentages of Students Having Specific Reading Approaches in the Fall, By Grade

Grade 2

First Emphasis	Second Emphasis	Third Emphasis	%*
Basal	--	--	.56
Basal	Basal	--	1.12
Basal	Basal	Ling/Phon	.24
Basal	Ling/Phon	--	1.12
Basal	Ling/Phon	Ling/Phon	12.71
Basal	Ling/Phon	Programmed	.87
Basal	Ling/Phon	Lang Exp	50.59
Basal	Ling/Phon	Individual	1.37
Basal	Ling/Phon	Suppl Mater	7.54
Basal	Ling/Phon	Other	.99
Basal	Programmed	Lang Exp	.06
Basal	Lang Exp	--	2.80
Basal	Lang Exp	Ling/Phon	1.74
Basal	Lang Exp	Lang Exp	.37
Basal	Lang Exp	Individual	.56
Basal	Lang Exp	Suppl Mater	1.99
Basal	Individual	Individual	.06
Basal	Individual	Suppl Mater	.31
Basal	Suppl Mater	--	2.55
Basal	Suppl Mater	Ling/Phon	.80
Basal	Suppl Mater	Indiv	.31
Basal	Suppl Mater	Suppl Mater	.50
Basal	Special	Special	.06
Basal	Other	Ling/Phon	.44
Ling/Phon	--	--	.37
Ling/Phon	Basal	Lang Exp	.06
Ling/Phon	Ling/Phon	Ling/Phon	.56
Ling/Phon	Ling/Phon	Lang Exp	1.74
Ling/Phon	Lang Exp	--	1.31
Ling/Phon	Lang Exp	Basal	.06
Ling/Phon	Lang Exp	Lang Exp	.12
Ling/Phon	Lang Exp	Suppl Mater	.19
Ling/Phon	Lang Exp	Special	.25
Ling/Phon	Lang Exp	Other	.12
Ling/Phon	Indiv	Lang Exp	.06
Ling/Phon	Special	Lang Exp	.06
Lang Exp	--	--	.37
Lang Exp	Ling/Phon	--	.06
Lang Exp	Ling/Phon	Basal	.62
Lang Exp	Ling/Phon	Lang Exp	1.12
Lang Exp	Ling/Phon	Indiv	.56
Lang Exp	Indiv	Indiv	.56
Suppl Mater	--	--	.06
Special	Lang Exp	Ling/Phon	1.06
Special	Indiv	Lang Exp	.93

*Total number of students on which percentages are based is 1,605.

Table 4:
Percentages of Students Having Specific Reading Approaches in the Fall, By Grade

Grade 3

First Emphasis	Second Emphasis	Third Emphasis	%*
Basal	--	--	6.35
Basal	Basal	Ling/Phon	.16
Basal	Basal	Lang Exp	.06
Basal	Basal	Individual	.06
Basal	Ling/Phon	--	9.32
Basal	Ling/Phon	Basal	.06
Basal	Ling/Phon	Ling/Phon	6.95
Basal	Ling/Phon	Lang Exp	34.38
Basal	Ling/Phon	Individual	7.17
Basal	Ling/Phon	Suppl Mater	9.22
Basal	Ling/Phon	Other	1.32
Basal	Programmed	Lang Exp	.06
Basal	Lang Exp	--	5.30
Basal	Lang Exp	Ling/Phon	1.93
Basal	Lang Exp	Lang Exp	2.32
Basal	Lang Exp	Individual	1.93
Basal	Lang Exp	Suppl Mater	.44
Basal	Individual	--	.11
Basal	Individual	Basal	.94
Basal	Individual	Suppl Mater	.06
Basal	Suppl Mater	--	.99
Basal	Suppl Mater	Individual	1.77
Ling/Phon	Basal	Lang Exp	.83
Ling/Phon	Ling/Phon	Basal	.06
Ling/Phon	Ling/Phon	Ling/Phon	.77
Ling/Phon	Lang Exp	--	.11
Ling/Phon	Lang Exp	Basal	.06
Ling/Phon	Lang Exp	Individual	.88
Ling/Phon	Indiv	--	.06
Programmed	Other	--	1.71
Lang Exp	--	--	.88
Lang Exp	Basal	--	.39
Lang Exp	Basal	Suppl Mater	1.43
Lang Exp	Lang Exp	Basal	.55
Indiv	Lang Exp	Lang Exp	.06
Other	Suppl Mater	Basal	.77
Other	Suppl Mater	Other	.50
Other	Special	Other	.06

*Total number of students on which percentages are based is 1,812.

Table 4:
Percentages of Students Having Specific Reading Approaches in the Fall, By Grade

Grade 4

First Emphasis	Second Emphasis	Third Emphasis	%*
Basal	--	--	5.45
Basal	--	Ling/Phon	.05
Basal	--	Suppl Mater	.05
Basal	Basal	Ling/Phon	.16
Basal	Basal	Lang Exp	.10
Basal	Ling/Phon	--	4.78
Basal	Ling/Phon	Ling/Phon	.93
Basal	Ling/Phon	Programmed	.57
Basal	Ling/Phon	Lang Exp	31.31
Basal	Ling/Phon	Individual	7.63
Basal	Ling/Phon	Suppl Mater	13.08
Basal	Ling/Phon	Other	.16
Basal	Programmed	Lang Exp	.21
Basal	Lang Exp	--	1.10
Basal	Lang Exp	Ling/Phon	2.39
Basal	Lang Exp	Lang Exp	.10
Basal	Lang Exp	Individual	2.75
Basal	Lang Exp	Suppl Mater	1.51
Basal	Lang Exp	Other	.16
Basal	Individual	--	1.25
Basal	Individual	Ling/Phon	2.34
Basal	Individual	Individual	.47
Basal	Individual	Suppl Mater	5.71
Basal	Individual	Other	.93
Basal	Suppl Mater	--	2.18
Basal	Suppl Mater	Ling/Phon	3.01
Basal	Suppl Mater	Individual	.05
Basal	Suppl Mater	Suppl Mater	.52
Basal	Suppl Mater	Other	1.61
Basal	Other	--	.05
Basal	Other	Lang Exp	.05
Basal	Other	Other	2.96
Ling/Phon	--	--	1.19
Ling/Phon	Basal	Ling/Phon	.16
Ling/Phon	Basal	Lang Exp	.26
Ling/Phon	Basal	Indiv	.05
Ling/Phon	Basal	Suppl Mater	.67
Ling/Phon	Ling/Phon	Lang Exp	.10
Ling/Phon	Ling/Phon	Suppl Mater	.26
Ling/Phon	Lang Exp	--	.05
Ling/Phon	Lang Exp	--	.10
Ling/Phon	Lang Exp	Basal	.05

Grade 4
(continued)

First Emphasis	Second Emphasis	Third Emphasis	%*
Ling/Phon	Lang Exp	Suppl Mater	.05
Ling/Phon	Indiv	--	.31
Ling/Phon	Indiv	Ling/Phon	.16
Ling/Phon	Indiv	Ling/Phon	.05
Ling/Phon	Suppl Mater	--	.21
Ling/Phon	Other	Suppl Mater	.52
Ling/Phon	Other	Other	.16
Lang Exp	--	--	.10
Lang Exp	Ling/Phon	Suppl Mater	.16
Indiv	Ling/Phon	Lang Exp	1.45

*Total number of students on which percentages are based is 1,926.

Table 4:
Percentages of Students Having Specific Reading Approaches in the Fall, By Grade

Grade 5

First Emphasis	Second Emphasis	Third Emphasis	%*
Basal	--	--	14.47
Basal	Basal	--	1.22
Basal	Basal	Ling/Phon	1.83
Basal	Ling/Phon	--	7.57
Basal	Ling/Phon	Basal	.06
Basal	Ling/Phon	Ling/Phon	2.93
Basal	Ling/Phon	Programmed	.49
Basal	Ling/Phon	Lang Exp	18.93
Basal	Ling/Phon	Individual	4.15
Basal	Ling/Phon	Suppl Mater	10.99
Basal	Ling/Phon	Other	6.41
Basal	Programmed	Lang Exp	.73
Basal	Lang Exp	--	4 09
Basal	Lang Exp	Ling/Phon	.85
Basal	Lang Exp	Lang Exp	.49
Basal	Lang Exp	Individual	.12
Basal	Lang Exp	Suppl Mater	1.40
Basal	Lang Exp	Other	.06
Basal	Individual	--	1.02
Basal	Individual	Lang Exp	.92
Basal	Individual	Suppl Mater	3.05
Basal	Individual	Special	1.95
Basal	Suppl Mater	--	.24
Basal	Suppl Mater	Ling/Phon	.06
Basal	Suppl Mater	Lang Exp	3.42
Basal	Suppl Mater	Individual	.06
Basal	Suppl Mater	Other	.18
Ling/Phon	Other	--	.92
Ling/Phon	--	--	.06
Ling/Phon	Lang Exp	--	.06
Ling/Phon	Lang Exp	Indiv	.06
Ling/Phon	Indiv	Lang Exp	.31
Ling/Phon	Suppl Mater	--	.06
Ling/Phon	Suppl Mater	Other	.12
Lang Exp	Other	Suppl Mater	1.83
Lang Exp	Ling/Phon	Lang Exp	1.40
Indiv	Ling/Phon	Suppl Mater	.06
Indiv	Ling/Phon	Basal	.79
Suppl Mater	Other	--	1.40
Suppl Mater	Basal	--	1.34
Suppl Mater	Basal	Indiv	1.71
	Ling/Phon	Basal	1.95

*Total number of students on which percentages are based is 1,638.

Table 4:
Percentages of Students Having Specific Reading Approaches in the Fall, By Grade

Grade 6

First Emphasis	Second Emphasis	Third Emphasis	%*
Basal	--	--	9.44
Basal	Basal	--	.83
Basal	Basal	Basal	.41
Basal	Basal	Ling/Phon	.55
Basal	Basal	Lang Exp	.07
Basal	Basal	Individual	2.00
Basal	Basal	Suppl Mater	.27
Basal	Ling/Phon	--	12.19
Basal	Ling/Phon	Ling/Phon	1.58
Basal	Ling/Phon	Programmed	.62
Basal	Ling/Phon	Lang Exp	6.34
Basal	Ling/Phon	Individual	5.51
Basal	Ling/Phon	Suppl Mater	8.20
Basal	Ling/Phon	Other	4.13
Basal	Programmed	--	.90
Basal	Programmed	Lang Exp	1.65
Basal	Lang Exp	--	.14
Basal	Lang Exp	Lang Exp	1.58
Basal	Lang Exp	Individual	6.20
Basal	Lang Exp	Suppl Mater	3.37
Basal	Individual	--	4.06
Basal	Individual	Basal	.07
Basal	Individual	Ling/Phon	.07
Basal	Individual	Individual	.14
Basal	Individual	Suppl Mater	.96
Basal	Suppl Mater	--	3.51
Basal	Suppl Mater	Basal	.07
Basal	Suppl Mater	Ling/Phon	1.38
Basal	Suppl Mater	Lang Exp	1.79
Basal	Suppl Mater	Indiv	3.44
Basal	Special	Indiv	.07
Basal	Other	--	1.52
Basal	Other	Indiv	.76
Basal	Other	Suppl Mater	2.00
Basal	Other	Other	2.07
Basal	Basal	Suppl Mater	1.17
Ling/Phon	Ling/Phon	Lang Exp	.07
Ling/Phon	Lang Exp	Indiv	.21
Ling/Phon	Lang Exp	Suppl Mater	.14
Ling/Phon	Indiv	--	.14
Ling/Phon	Suppl Mater	Basal	.48

Grade 6
(continued)

First Emphasis	Second Emphasis	Third Emphasis	%*
Programmed	Suppl Mater	--	.07
Lang Exp	Basal	--	2.13
Lang Exp	Ling/Phon	Suppl Mater	.41
Lang Exp	Suppl Mater	--	.07
Indiv	Basal	Ling/Phon	.62
Indiv	Basal	Indiv	1.10
Indiv	Indiv	Basal	.21
Suppl Mater	Basal	--	1.58
Suppl Mater	Indiv	--	.55
Suppl Mater	Indiv	Basal	1.65
Other	Ling/Phon	Basal	1.52

*Total number of students on which percentages are based is 1,452.

with various other approaches and materials. Similarly, percentages can be added to indicate the total percentage of students for whom Language Experience materials were the primary materials used.

The designations of approaches in Table 4 are in some cases abbreviated. The correct and complete statement of categories or approaches as they appear on the Reading Program Form is: Basal, Linguistic/Phonic, Programmed/ Structured, Language Experience, Individualized Reading, Supplementary Materials, Special, and Other. As a note, one can see in Table 4 that a relatively small number of first grade students had Special as the major category or approach being used for reading instruction. In this case, the material was the ita program which was used in one school of the 16 included in the evaluation system. Although the programs shown in Table 4 are based on the reports made by teachers in the Fall, they are quite typical of the combinations of approaches also being used at the end of the year. Further evidence of this continuity of combinations of approaches will be presented in Tables 6 and 7 below.

D. Classroom Diversity

Since the Reading Program Form enabled teachers to indicate for each student the approaches and materials, relative frequency of usage, and the level at which each material was being used, it was possible to calculate one form of individualization or diversity index for each classroom. To do this, the number of different approach-emphasis-material-level combinations for each class was determined and divided by the number of students in the class. Thus, if the teacher had indicated that each student in the class was using a set of materials that was

different from every other student's in any respect, even in level at which materials were used, the diversity index for that class would be 100. If, on the other hand, there were 20 students in the class and all students were reported to be using the same combination of materials at the same levels, with the same relative emphasis or frequency, the diversity index would be 1/20 x 100 or 5. Table 5 shows diversity index ranges for classrooms at each grade level. Note that in the first column the diversity range is given as if the diversity index were a percentage, with 76-100 being very high diversity and 10 or less being very low diversity. The Table shows the number and percentage of classrooms at each grade falling in a particular diversity range. Table 5 is based on Reading Program Forms completed by teachers in the Fall.

It should be noted that the extremely high diversity classrooms (those in the range of 76-100) included classrooms for which there were only a very small number of students reported. The diversity index was calculated, however, only on the basis of the number of students for whom some reading instruction program was reported by teachers. That is, if there were several students in a teacher's class for whom a Form was not completed, they were not included in the total number of students for the class and therefore did not enter into a calculation of the diversity index.

Table 5
Number and Percentages of Classrooms
with Different Amounts of
Reading Program Diversity, by Grade

Diversity Range	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
76-100	3	4.3	5	7.8	5	7.4	1	1.5	3	5.6	1	1.8
51-75	8	11.4	15	23.4	16	23.5	11	16.2	4	7.4	11	19.3
41-50	14	20.0	13	20.3	7	10.3	14	20.6	8	14.8	9	15.8
31-40	19	27.1	11	17.2	17	25.0	15	22.1	13	24.1	10	17.5
21-30	17	24.3	15	23.4	13	19.1	14	20.6	10	18.5	11	19.3
11-20	8	11.4	5	7.8	10	14.7	13	19.1	11	20.4	12	21.1
10 or less	1	1.4	-	-	-	-	-	-	5	9.3	3	5.3

E. Continuity of Reading Programs During The Year

In order to provide one very gross indication of changes in reading programs between Fall and Spring, a cross-tabulation was made of the Reading Program Forms provided by teachers for each student at those two times. The first questions asked were: How many students were reported in the Fall by teachers to be using one approach only for reading instruction, and, of those students, how many were using one, two, or three different materials within that approach? Similarly, how many students were reported to be using two approaches, and, of those, how many were using three different materials, two for one approach and one for the second? And, finally, how many students were being instructed with three approaches with, of course, one material under each approach? Once these classifications were established, it was then asked how many of the students in the Spring, who in the Fall were reported to be using one material with one approach, were now using two approaches or three approaches with corresponding materials within each approach. The same question could be asked for each of the other categories of students based on Fall results. A cross-tabulation of this sort was made for each grade. A summary of results for all six grades is shown in Table 6.

The data in Table 6 are for all students for whom completed matched Forms could be obtained. Table 6 shows, for example, that of the 606 students who, in the Fall, were reported by teachers to be using one material only, 220 or 36.3% were reported in the Spring to be instructed with two approaches, with each

Table 6

Number and Percentage of Students With Various Numbers of Reading Approaches and Materials in Fall and Spring

Fall		Spring										Total Number of Students
		ONE				TWO				THREE		
Approach/Materials Diversity		One		Two		Three		Two		Three		One		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
ONE	One	31	5.1	28	4.6	0	0.0	220	36.3	32	5.3	295	48.7	606
	Two	0	0.0	0	0.0	0	0.0	30	41.1	1	1.4	42	57.5	73
	Three	0	0.0	0	0.0	0	0.0	10	41.7	0	0.0	14	58.3	24
TWO	Two	63	5.1	1	0.1	0	0.0	208	17.0	116	9.5	837	68.3	1225
	Three	23	2.9	6	0.7	0	0.0	62	7.7	182	22.6	531	66.0	804
THREE	One	82	1.4	5	0.1	0	0.0	387	6.5	516	8.7	4969	83.4	5959
Unknown		0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1
Total No. of Students		199		40		0		918		847		6688		8692

approach having its own material. It shows also that, of the 606 students, 295 or 48.7% in the Spring were receiving reading instruction employing three approaches and, of course, three different materials.

Overall, the Table indicates that if students were reported to be instructed with one main approach in the Fall, by Spring teachers were indicating that they were using two or three approaches with such students. If students were reported in the Fall to be having two approaches, in Spring they tended to be using three different approaches. There was relatively little reduction in the number of approaches reported by teachers for students who in the Fall were receiving instruction using three approaches and materials. This general pattern holds for each grade level individually, although there are variations from grade to grade in specific percentages of change. It should be noted again that the results are based on the indications of reading instruction for each student made by teachers and only are as reliable as those ratings. It should also be noted that there could have been changes in the specific approach used from Fall to Spring that would not be indicated as a change in Table 6. And, finally, there could have been changes of materials and levels at which materials were being used from Fall to Spring that would not be reflected in Table 6.

The Reading Program Form in the Spring did ask teachers to indicate for each student approximately how representative the reading program, as designated on the Form, was of the student's program for the entire year. Results for that item are shown in Table 7. In Table 7, it may be seen that for approximately 55 - 66% of the students at each grade level, the teacher indicated that the program as

Table 7

Extent to Which Reading Program Described by Teachers in the Spring was Considered Representative of Reading Instruction Program All Year, as Expressed by Number and Percentage of Students

Responses	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not applicable	43	2.50	25	1.52	44	2.47	13	0.68	21	1.46	69	4.63
Very represent.	1094	63.79	1043	63.67	981	55.08	1178	62.16	833	57.92	985	66.19
Somewhat representative	278	16.20	337	20.57	479	26.89	464	24.48	344	23.92	265	17.80
Not at all representative	2	0.11	8	0.48	19	1.06	5	0.26	16	1.11	1	0.06
No responses	298	17.37	225	13.73	258	14.48	235	12.40	224	15.57	168	11.29
Grade Totals	1715		1638		1781		1895		1438		1485	

depicted on the Form in the Spring was very representative of the program for the entire year. Additionally, for approximately 16 - 26% of the students, teachers indicated that the program, as described in the Spring, was somewhat representative of the entire year's reading instruction program.

F. Additional Instruction in Reading

The Fall and Spring Reading Program Forms had a checklist on which the teacher could indicate whether or not each student was receiving additional help in reading and the source of help. Table 8 shows a summary of the number and percentage of students for all grades for whom teachers indicated an additional source of reading instruction during the regular school day. The checklist was extended on the Spring Form; consequently there were some categories of sources for which no tabulation could be made in the Fall. It may be seen in Table 8 that, in the Fall, teachers reported that approximately 76% of the students were receiving no additional help or instruction in reading during the regular school day. In the Spring, they reported that only 63% were receiving no additional instruction. It is not possible to see directly in Table 8 the increase in percentage of students who were receiving additional reading instruction in the Fall and in the Spring. Since a teacher could check all applicable sources, there are fewer students receiving additional instruction than the total number shown for all sources. The reader may easily determine, however, by subtraction,* that for all grades combined in the 16 schools the percentage of students receiving additional instruction during the regular school day, from one or more sources, increased from Fall to Spring from 7.74% to 17.09%.

* Subtract from the total number of students the sum of students reported to be receiving no additional instruction, the number for whom there was no response, and the number of unknowns. Percentages instead of number of students may be used.

Table 8a shows the same data on a grade-by-grade basis.

The reader is cautioned that the figures must be taken as indicative rather than as absolute. In a discussion of further information about additional reading instruction (see discussion for Table 10), it will be shown that the error rate in the data reported on the forms may be quite large, over and above the error rate implied in the No Response percentages.

The Reading Program Form contained a further question about additional reading instruction: Is this student receiving additional instruction in reading after school or weekends? Table 9 shows the results for this question in the Fall and in the Spring for all six grades combined and, in Table 9a, results are shown on a grade-by-grade basis. It may be seen in Table 9 that there was a very slight increase from Fall to Spring in percentage of students reported by teachers to be receiving additional instruction in reading after school and weekends. The major change from Fall to Spring shown in Table 9 is the decrease in the percentage of teachers who said they didn't know whether or not the child was receiving additional instruction (a decrease from about 49 - 30% in terms of actual numbers of students). This change suggests that by the end of the year teachers were much more knowledgeable about the daily lives of their students in and out of school than they were at the end of October or November.

Table 10 gives the approximate number of days of additional reading instruction per week received by students during the regular school day, and also the approximate number of minutes per week. The Table refers to results reported on the Reading Program Form in the Spring only.

Table 8. Number and Percentage
of Students Receiving Additional Reading Instruction
During the Regular School Day, by Time of Year
and Source of Instruction

Summary Table
Grades 1-6

Source of Instruction	Fall Number	Fall %	Spring Number	Spring %
None	7,740	76.26%	6,293	63.21%
Read Spec. From Center	340	3.35%	725	7.28%
Read Spec. Not From Center	23	0.23%	119	1.20%
College Student Tutor	26	0.26%	48	0.48%
Urban Service Corp.	49	0.48%	56	0.56%
Parent Tutor	252	2.48%	274	2.75%
Mind	105	1.03%	113	1.14%
Secondary School Tutor	16	0.16%		
Senior High Student Tutor			33	0.33%
Junior High Student Tutor			73	0.73%
Service Group Tutor			34	0.34%
Other Elementary School Tutors			154	1.55%
Teacher Aide Tutor			153	1.54%
Other	31	0.31%	199	2.00%
No Responses	1,624	16.00%	1,955	19.64%
Unknown	3	0.03%	6	0.06%
TOTAL	10,149		9,955	

Table 8a. Number and Percentage
of Students Receiving Additional Reading Instruction
During the Regular School Day, by Time of Year
and Source of Instruction

Grade 1

Source of Instruction	Fall		Spring	
	Number	%	Number	%
None	1,396	81.78%	1,122	65.42%
Read Spec. From Center	24	1.40%	103	6.00%
Read Spec. Not From Center	3	0.17%	10	0.58%
College Student Tutor	1	0.05%	25	1.45%
Urban Service Corp.	28	1.64%	11	0.64%
Parent Tutor	34	1.99%	65	3.79%
Mind	0	0.00%	3	0.17%
Secondary School Tutor	0	0.00%		
Senior High Student Tutor			1	0.05%
Junior High Student Tutor			24	1.39%
Service Group Tutor			6	0.34%
Other Elementary			17	0.99%
Teacher Aide Tutor			39	2.27%
Other	8	0.46%	15	0.87%
No Responses	214	12.53%	352	20.52%
Unknown	0	0.00%	0	0.00%
Grade Total	1,707		1,715	

Table 8a. Number and Percentage
of Students Receiving Additional Reading Instruction
During the Regular School Day, by Time of Year
and Source of Instruction

Grade 2

Source of Instruction	Fall		Spring	
	Number	%	Number	%
None	1,272	79.74%	1,016	62.02%
Read Spec. From Center	63	3.94%	118	7.20%
Read Spec. Not From Center	1	0.06%	11	0.67%
College Student Tutor	1	0.06%	2	0.12%
Urban Service Corp	1	0.06%	3	0.18%
Parent Tutor	63	3.94%	28	1.70%
Mind	19	1.19%	12	0.73%
Secondary School Tutor	12	0.75%		
Senior High Student Tutor			15	0.91%
Junior High Student Tutor			42	2.56%
Service Group Tutor			3	0.18%
Other Elementary School Tutors			75	4.57%
Teacher Aide Tutor			10	0.61%
Other	7	0.43%	15	0.91%
No Responses	177	11.09%	318	19.41%
Unknown	0	0.00%	0	0.00%
Grade Total	1,595		1,638	

Table 8a. Number and Percentage
of Students Receiving Additional Reading Instruction
During the Regular School Day, by Time of Year
and Source of Instruction

Grade 3

Source of Instruction	Fall		Spring	
	Number	%	Number	%
None	1,384	76.42%	1,060	59.51%
Read Spec. From Center	33	1.82%	120	6.73%
Read Spec. Not From Center	4	0.22%	29	1.62%
College Student Tutor	1	0.05%	4	0.22%
Urban Service Corp	16	0.88%	5	0.28%
Parent Tutor	68	3.75%	114	6.40%
Mind	12	0.66%	51	2.86%
Secondary School Tutor	1	0.05%		
Senior High Student Tutor			4	0.22%
Junior High Student Tutor			1	0.05%
Service Group Tutor			0	0.00%
Other Elementary School Tutor			33	1.85%
Teacher Aide Tutor			47	2.63%
Other	8	0.44%	62	3.48%
No Responses	290	16.01%	356	19.98%
Unknown	0	0.00%	0	0.00%
Grade Total	1,811		1,781	

Table 8a. Number and Percentage
of Students Receiving Additional Reading Instruction
During the Regular School Day, by Time of Year
and Source of Instruction

Grade 4

Source of Instruction	Fall		Spring	
	Number	%	Number	%
None	1,416	73.48%	1,039	54.82%
Read Spec. From Center	90	4.67%	158	8.33%
Read Spec. Not From Center	9	0.46%	43	2.26%
College Student Tutor	5	0.25%	7	0.36%
Urban Service Corp	1	0.05%	26	1.37%
Parent Tutor	50	2.59%	35	1.84%
Mind	16	0.83%	40	2.11%
Secondary School Tutor	3	0.15%		
Senior High Student Tutor			6	0.31%
Junior High Student Tutor			1	0.05%
Service Group Tutor			16	0.84%
Other Elementary School Tutor			10	0.52%
Teacher Aide Tutor			32	1.68%
Other	4	0.20%	84	4.43%
No Responses	345	17.90%	456	24.06%
Unknown	3	0.15%	2	0.10%
Grade Total	1,927		1,895	

Table 8a. Number and Percentage
of Students Receiving Additional Reading Instruction
During the Regular School Day, by Time of Year
and Source of Instruction

Grade 5

Source of Instruction	Fall		Spring	
	Number	%	Number	%
None	1,217	74.34%	1,085	75.45%
Read Spec. From Center	60	3.66%	96	6.67%
Read Spec. Not From Center	2	0.12%	12	0.83%
College Student Tutor	9	0.54%	10	0.69%
Urban Service Corp	1	0.06%	3	0.20%
Parent Tutor	19	1.16%	23	1.59%
Mind	18	1.09%	16	1.11%
Secondary School Tutor	0	0.00%		
Senior High Student Tutor			2	0.13%
Junior High Student Tutor			1	0.06%
Service Group Tutor			7	0.48%
Other Elementary School Tutor			0	0.00%
Teacher Aide Tutor			0	0.00%
Other	2	0.12%	13	0.90%
No Responses	315	19.24%	200	13.90%
Unknown	0	0.00%	0	0.00%
Grade Total	1,637		1,438	

Table 8a. Number and Percentage
of Students Receiving Additional Reading Instruction
During the Regular School Day, by Time of Year
and Source of Instruction

Grade 6

Source of Instruction	Fall		Spring	
	Number	%	Number	%
None	1,055	71.67%	971	65.25%
Read Spec. From Center	70	4.75%	130	8.73%
Read Spec. Not From Center	4	0.27%	14	0.94%
College Student Tutor	9	0.61%	00	0.00%
Urban Service Corp	2	0.13%	8	0.53%
Parent Tutor	18	1.22%	9	0.60%
Mind	40	2.71%	27	1.81%
Secondary School Tutor	0	0.00%		
Senior High Student Tutor			5	0.33%
Junior High Student Tutor			4	0.26%
Service Group Tutor			2	0.13%
Other Elementary School Tutor			19	1.27%
Teacher Aide Tutor			25	1.68%
Other	2	0.13%	10	0.67%
No Responses	283	19.22%	273	18.34%
Unknown	0	0.00%	4	0.26%
Grade Total	1,472		1,488	

Table 9. Number and Percentages of Students Reported to be Receiving Additional Instruction in Reading After School or Weekends by Time of Year (Grades 1-6 Combined)

Is Child Receiving Additional Instruction?	Fall Number	Fall %	Spring Number	Spring %
Yes	280	2.76%	289	2.90%
No	3,624	35.71%	4,704	47.25%
Don't Know	4,945	48.72%	2,994	30.08%
No Response	1,299	12.80%	1,967	19.76%
Unknown	1	0.01%	1	0.01%
Total	10,149		9,955	

Table 9a. Number and Percentages of Students Reported to be Receiving Additional Instruction in Reading After School or Weekends, by Time of Year and Grade

Is Child Receiving Additional Instruction?		Grade 1 No.	Grade 1 %	Grade 2 No.	Grade 2 %	Grade 3 No.	Grade 3 %	Grade 4 No.	Grade 4 %	Grade 5 No.	Grade 5 %	Grade 6 No.	Grade 6 %
Yes	F	23	1.34	63	3.94	75	4.14	89	4.61	26	1.58	4	0.27
	S	39	2.27	28	1.70	96	5.39	76	4.01	19	1.32	31	2.08
No	F	609	35.67	593	37.17	421	23.24	852	44.21	514	31.39	635	43.13
	S	699	40.75	861	52.56	787	44.18	930	49.07	568	39.49	859	57.72
Don't Know	F	829	48.56	763	47.83	1,024	56.54	715	37.10	930	56.81	684	46.46
	S	585	34.11	419	25.57	538	30.20	544	28.70	558	38.80	350	23.52
No Response	F	246	14.41	176	11.03	291	16.06	271	14.06	166	10.14	149	10.12
	S	392	22.85	330	20.14	360	20.21	345	18.20	292	20.30	248	16.66
Unknown	F	0	0.00	0	0.00	0	0.00	0	0.00	1	0.06	0.	0.00
	S	0	0.00	0	0.00	0	0.00	0	0.00	1	0.06	0	0.00
Total	F	1,707		1,595		1,811		1,927		1,637		1,472	
	S	1,715		1,638		1,781		1,895		1,438		1,488	

The reader is cautioned to be extremely careful in interpreting Table 10. Table 10 provides a breakdown of amount of additional reading instruction given by various sources, such as by reading specialists, parent tutors, and others as shown in Table 8 and 8a. Thus, for example, if we take the results reported in Table 8a for Grade 1 as correct, there were, by subtraction, 241 students who were receiving additional reading instruction during the school day in the Spring (that is, 1,715 minus 1,122 and 352). However, in Table 10 it may be seen that the number of students who were reported to be receiving some amount of additional reading instruction in terms of days per week was 361 (that is 1,715 minus 1,354). In other words, there were an additional 120 students reported in Table 10 over the number expected from Table 8a. Similarly, for Grade 1 in Table 10, the total number of students reported to be receiving some number of minutes of additional reading instruction per week is 137 (that is, 1,715 minus 1,578); that is, 104 students less than the number that would be expected on the basis of the results reported in Table 8a. Since percentages in both Tables are always based on the same total number of students for each grade, it is possible to calculate an estimate of the error rate in Table 10, using the figures from Table 8a. The estimates are based on the assumption that the figures in Table 8a are correct. Thus, we can estimate an absolute error rate which is the percentage of students at each grade in Table 10 that is more than or less than the percentage expected based on figures in Table 8a. For the absolute error rate, we will use the total number of students for the grade as the demonimator for the percentage. The following are absolute error rates for the two tables, top and bottom, in Table 10, for each grade. A plus (+) will indicate that the error is in the direction of including more students in Table 10 than should be included, and a minus (-) will

indicate that there are fewer students in Table 10 than should be shown as receiving some amount of instructional time in Table 10.

Grade 1	6.99%+	6.07%-
Grade 2	5.06%+	2.13%+
Grade 3	7.40%+	0.66%+
Grade 4	0.28%-	3.44%-
Grade 5	10.84%+	2.64%+
Grade 6	8.19%+	4.62%+

With the exception of Grades 5 and 6 for the top part of Table 10, these error rates look quite small and not serious. If we look, however, at relative error rates, we find that there are sizeable errors. A relative error rate may be defined as the percentage of students included or not included in the two parts of Table 10, relative to the actual percentage of students who did receive additional instructional services as shown in Table 8a. The following are relative error rates for each grade, again with plus (+) indicating an excess of students reported in Table 10 and a minus (-) indicating that too few students were shown in Table 10 as receiving some amount of additional reading instruction.

Grade 1	47.6%+	43.2%-
Grade 2	27.2%+	11.4%-
Grade 3	36.1%+	3.2%+
Grade 4	1.3%-	15.2%-
Grade 5	101.8%+	24.8%+
Grade 6	50.3%+	28.6%+

Given these relative error rates for the two parts of Table 10, the distributions reported in Table 10 can only be viewed in the most general sense. Thus, it would appear reasonable to conclude that, by and large, the approximate number of days per week of additional reading instruction provided the students during the regular school day at each grade was around 4 or 5 days per week at the lower grade levels (for example Grades 1, 2, and 3) while the average number of days per week at the upper grades (4, 5, and 6) was around 1, 2, or 3. Similarly, with respect to actual amount of time per week for additional reading instruction from various sources in the Spring, it would appear from Table 10 that additional instruction amounted to either 30 minutes or less per week or 1 - 2 1/2 hours per week.

The data shown in Table 10 have been included to illustrate some of the kinds of information being sought by the Evaluation System. They have also been included to indicate some of the problems involved in obtaining precise information about reading instruction. The extended discussion about error rates has been included not to dismiss the value of the data obtained, but first to indicate reasons for caution in interpreting the results thus obtained, and,second, to suggest how further data collection might be improved by increasing the accuracy of data reported by teachers about their students. The kinds of error rates that we have talked about are errors of commission. The No Response category in the Tables are, in effect. errors of omission. Both kinds of errors may be produced by poor design of the Form, by carelessness on the part of the teacher in filling in the Form, by misunderstanding of items by the teacher, by lack of information, and so on.* Effort will be made in the future to improve the Forms and to urge teachers to be as accurate as possible in reporting information about their students.

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* Data processing errors can, of course, contribute to both types of errors.

Table 10. Amount of Additional Instruction In Reading Per Week Given During School Day By Sources Other Than Teacher In The Spring, By Grade

Approximate Number of Days of Instruction Per Week	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5	58	3.38	37	2.25	94	5.27	27	1.42	38	2.64	55	3.69
4	110	6.41	135	8.24	62	3.48	60	3.16	27	1.87	48	3.22
3	20	1.16	70	4.27	71	3.98	99	5.22	38	2.64	64	4.30
2	32	1.86	44	2.68	70	3.93	48	2.53	37	2.57	68	4.56
1	43	2.50	15	0.91	51	2.86	17	0.89	29	2.01	8	0.53
less than 1	98	5.71	86	5.25	149	8.36	142	7.49	140	9.73	134	9.00
no response	1,354	78.95	1,251	76.37	1,284	72.09	1,502	79.26	1,129	78.51	1,111	74.66
column totals	1,715		1,638		1,781		1,895		1,438		1,488	

Approximate Number of Minutes Per Week	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1-5	2	0.11	1	0.06	1	0.05	8	0.42	1	0.06	14	0.94
6-10	9	0.52	2	0.12	2	0.11	0	0.00	3	0.20	2	0.13
11-15	5	0.29	13	0.79	32	1.79	0	0.00	0	0.00	15	1.00
16-20	7	0.40	12	0.73	22	1.23	12	0.63	4	0.27	6	0.40
21-25	8	0.46	1	0.06	3	0.16	1	0.05	0	0.00	0	0.00
26-30	16	0.93	80	4.88	66	3.70	12	0.63	18	1.25	12	0.80
31-35	0	0.00	0	0.00	27	1.51	6	0.31	7	0.48	3	0.20
36-40	0	0.00	8	0.48	14	0.78	10	0.52	4	0.27	9	0.60
41-45	4	0.23	29	1.77	5	0.28	36	1.89	36	2.50	27	1.81
46-50	0	0.00	4	0.24	17	0.95	3	0.15	1	0.06	45	3.02
51-55	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
56-60	13	0.75	75	4.57	41	2.30	49	2.58	12	0.83	28	1.88
61-90	24	1.39	39	2.38	108	6.06	54	2.84	37	2.57	17	1.14
91-100	19	1.10	6	0.36	9	0.50	20	1.05	5	0.34	2	0.13
101-120	5	0.29	10	0.61	4	0.22	20	1.05	11	0.76	27	1.81
121-150	20	1.16	15	0.91	6	0.33	22	1.16	33	2.29	33	2.21
151-180	3	0.17	0	0.00	1	0.05	6	0.31	0	0.00	0	0.00
more than 180	2	0.11	44	2.68	19	1.06	74	3.90	19	1.32	69	4.63
no response	1,578	92.01	1,299	79.30	1,404	78.83	1,562	82.42	1,247	86.71	1,179	79.23
column totals	1,715		1,638		1,781		1,895		1,438		1,488	

G. Reported Amounts of Times Spent on Formal or Planned Reading Instruction by the Classroom Teacher in Fall and Spring

Teachers were asked to indicate for each student the approximate number of minutes per day that the student received formal or planned reading instruction from the teacher. Results for each grade are shown in Table 11. In Table 11, the reader may see for himself that the number and percentage of students, for whom the amount of formal or planned reading instruction under the direction of the teacher increased from Fall to Spring, was greater in all grades except Grades 2 and 5.

H. Independent Reading by Students in School

The Reading Program Form included a rating scale by which the teacher could indicate for each student in her class in the Fall and in the Spring the extent to which the student read on his own in school (for example, library books, comics, magazines, or any other materials). Since the scales were changed from the Fall Form to the Spring Form, the results will be shown separately for those two periods of time. Results are shown in Table 12 for each grade for Fall and Spring. Since the categories Very Often and Often, and, at the other end of the scale, Never, were identical on the two Forms, the reader may compare changes in these within a grade by looking from top to bottom in Table 12. Otherwise, for each category, the results for the Fall and results for the Spring may be compared across grade levels by reading across the Table.

It is apparent in Table 12 that at each grade the number and percentage of students reported to read on their own in school Very Often increased between Fall and Spring. This would certainly be expected for Grades 1 and 2, but it occurred at the upper elementary grades also, though not to as great an extent as

Table 11
Approximate Minutes Per Day
of Planned Reading Instruction By Teacher
In Fall and Spring as Expressed
By Number and Percentage of Students

Grade 1

Minutes Per Day	Fall		Spring	
	Number	%	Number	%
1-5	0	0.00%	3	0.17%
6-10	3	0.17%	13	0.75%
11-15	47	2.75%	42	2.44%
16-20	398	23.31%	340	19.82%
21-25	108	6.32%	104	6.06%
26-30	323	18.92%	418	24.37%
31-35	38	2.22%	18	1.04%
36-40	122	7.14%	112	6.53%
41-45	109	6.38%	73	4.25%
46-50	79	4.62%	0	0.00%
51-55	24	1.40%	1	0.05%
56-60	104	6.09%	172	10.02%
61-90	71	4.15%	119	6.93%
91 or More	39	2.28%	27	1.55%
No Response	242	14.17%	273	15.91%
Grade Totals	1,707		1,715	

Table 11
Approximate Minutes Per Day
of Planned Reading Instruction By Teacher
In Fall and Spring as Expressed
By Number and Percentage of Students

Grade 2

Minutes Per Day	Fall		Spring	
	Number	%	Number	%
1-5	0	0.00%	0	0.00%
6-10	0	0.00%	8	0.48%
11-15	41	2.57%	35	2.13%
16-20	198	12.41%	161	9.82%
21-25	196	12.28%	111	6.77%
26-30	497	31.15%	618	37.72%
31-35	48	3.00%	86	5.25%
36-40	122	7.14%	160	9.76%
41-45	55	3.44%	7	0.42%
46-50	33	2.06%	71	4.33%
51-55	0	0.00%	8	0.48%
56-60	102	6.39%	106	6.47%
61-90	46	2.88%	21	1.28%
91 or More	105	6.58%	26	1.58%
No Response	212	13.29%	220	13.43%
Grade Totals	1,595		1,638	

Table 11
Approximate Minutes Per Day
of Planned Reading Instruction By Teacher
In Fall and Spring as Expressed
By Number and Percentage of Students

Grade 3

Minutes Per Day	Fall		Spring	
	Number	%	Number	%
1-5	0	0.00%	17	0.95%
6-10	7	0.38%	43	2.41%
11-15	78	4.30%	64	3.59%
16-20	284	15.68%	251	14.09%
21-25	180	9.93%	190	10.66%
26-30	557	30.75%	486	27.28%
31-35	102	5.63%	34	1.90%
36-40	165	9.11%	121	6.79%
41-45	50	2.76%	60	3.36%
46-50	0	0.00%	31	1.74%
51-55	0	0.00%	0	0.00%
56-60	33	1.82%	112	6.28%
61-90	68	3.75%	139	7.80%
91 or More	32	1.76%	26	1.45%
No Response	255	14.08%	207	11.62%
Grade Totals	1,811		1,781	

Table 11
Approximate Minutes Per Day
of Planned Reading Instruction By Teacher
In Fall and Spring as Expressed
By Number and Percentage of Students

Grade 4

Minutes Per Day	Fall		Spring	
	Number	%	Number	%
1-5	0	0.00%	2	0.10%
6-10	0	0.00%	20	1.05%
11-15	66	3.42%	33	1.74%
16-20	91	4.72%	234	12.34%
21-25	138	7.16%	66	3.48%
26-30	440	22.83%	452	23.85%
31-35	213	11.05%	9	0.47%
36-40	118	6.12%	90	4.74%
41-45	227	11.77%	98	5.17%
46-50	50	2.59%	28	1.47%
51-55	13	0.67%	0	0.00%
56-60	211	10.94%	379	20.00%
61-90	108	5.60%	107	5.64%
91 or More	22	1.14%	79	4.15%
No Response	230	11.93%	298	15.72%
Grade Totals	1,927		1,895	

Table 11
Approximate Minutes Per Day
of Planned Reading Instruction By Teacher
In Fall and Spring as Expressed
By Number and Percentage of Students

Grade 5

Minutes Per Day	Fall		Spring	
	Number	%	Number	%
1-5	0	0.00%	0	0.00%
6-10	8	0.48%	4	0.27%
11-15	4	0.24%	39	2.71%
16-20	209	12.76%	203	14.11%
21-25	3	0.18%	84	5.84%
26-30	317	19.36%	255	17.73%
31-35	36	2.19%	10	0.69%
36-40	164	10.01%	146	10.15%
41-45	66	4.03%	115	7.99%
46-50	102	6.23%	1	0.06%
51-55	0	0.00%	0	0.00%
56-60	405	24.74%	209	14.53%
61-90	81	4.94%	51	3.54%
91 or More	39	2.38%	75	5.20%
No Response	203	12.40%	246	17.10%
Grade Totals	1,637		1,438	

Table 11
Approximate Minutes Per Day
of Planned Reading Instruction By Teacher
In Fall and Spring as Expressed
By Number and Percentage of Students

Grade 6

Minutes Per Day	Fall		Spring	
	Number	%	Number	%
1-5	0	0.00%	0	0.00%
6-10	1	0.06%	26	1.74%
11-15	38	2.58%	14	0.94%
16-20	139	9.44%	195	13.10%
21-25	9	0.61%	51	3.42%
26-30	283	19.22%	218	14.65%
31-35	129	8.76%	92	6.18%
36-40	125	8.49%	121	8.13%
41-45	217	14.74%	217	14.58%
46-50	255	17.32%	152	10.21%
51-55	0	0.00%	26	1.74%
56-60	24	1.63%	93	6.25%
61-90	91	6.18%	111	7.45%
91 or More	0	0.00%	25	1.68%
No Response	161	10.93%	147	9.87%
Grade Totals	1,472		1,488	

Table 12

Ratings of Independent Reading By Students
on Their Own in School in Fall and Spring,
as Expressed By Number and Percentage of Students

FALL

How Often Does Student Read On His Own?	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very often	138	8.08	198	12.41	271	14.96	247	12.81	172	10.50	152	10.32
Often	511	29.93	504	31.59	557	30.75	654	33.93	412	25.16	525	35.66
Not very often	497	29.11	568	35.61	573	31.63	582	30.20	601	36.71	483	32.81
Almost never	187	10.95	190	11.91	170	9.38	174	9.02	164	10.01	149	10.12
Never	135	7.90	56	3.51	60	3.31	83	4.30	99	6.04	74	5.02
No Response	239	14.00	79	4.95	180	9.93	187	9.70	189	11.54	89	6.04
Unknown	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Column Totals	1,707		1,595		1,811		1,927		1,637		1,472	

SPRING

How Often Does Student Read On His Own	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very often	400	23.32	363	22.16	404	22.68	393	20.73	202	14.04	249	16.73
Often	400	23.32	341	20.81	389	21.84	399	21.05	350	23.33	391	26.27
Sometimes	369	21.51	430	26.25	478	26.83	540	28.49	379	26.35	398	26.74
Seldom	250	14.57	222	13.55	239	13.41	291	15.35	270	18.77	283	19.01
Never	86	5.01	66	4.02	77	4.32	83	4.37	83	5.77	48	3.22
No response	210	12.24	216	13.18	194	10.89	189	9.97	154	10.70	119	7.99
Unknown	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Column Totals	1,715		1,638		1,781		1,895		1,438		1,488	

in the primary grades. It may further be seen in Table 12 that the percentage of students reported never to read in class was less in the Spring in all grades except Grades 2 and 3.

IV. CONCLUDING STATEMENTS

In this report, descriptive information about reading programs in Grades 1-6 in 16 elementary schools located throughout the city has been presented. We have seen that while the majority of elementary school teachers in these schools were using Basal Readers as the primary material in teaching reading in Grades 1-6, there was a diversity of specific materials used within the category of Basal Readers. We have also seen that there was a number of different approaches and materials within approaches being used throughout the six grades. We have seen that there was a substantial range of diversity in reading instruction within classrooms at each grade level. We have seen that there was, during the 1970-71 year, an increase in the amount and sources of additional reading instruction during the regular school day for students at all grade levels, and we have seen that over the year the amount of time devoted to formal or planned instruction in reading increased slightly.

The data reported here have been descriptive of reading programs. If one looks carefully at Table 4 particularly, in which combinations of approaches are shown (with their relative prevalence at each grade level), one can see that there are mixes of reading methods being used to teach students reading at each grade level. It is, of course, not possible to say precisely what exact method each teacher uses with each student simply from descriptions of approaches, although an hypothesis can be

formed. The hypothesis can be made more precise by knowing what specific materials were used within approaches. The hypothesis could, of course, be made more specific by observing individual classroom practices. With reference to Table 4, it seems reasonable to conclude that last year at the first grade level, for example, most children in the 16 schools were taught reading by a method primarily emphasizing word meaning and supplemented by some emphasis on coding. That is, it is reasonable to suppose that where teachers indicated that students were using Basals as a primary material, teachers probably (and we emphasize probably) were stressing word recognition and word meaning. Where the teachers indicated that a Linguistic/ Phonics material was used second most frequently, we may surmise that teachers were emphasizing letter recognition and letter-sound combinations. Where teachers indicated that they were using Language Experience Charts, we may surmise that teachers would probably be emphasizing word and sentence recognition. Thus, overall in terms of prevalence, it would appear that children were being instructed in reading, at least at the first grade level, with a mixture of analytic and synthetic methods, with the primary emphasis on the analytic side. There was, however, a sizeable group of children whose initial instruction in reading has a coding emphasis, in Jeanne Chall's* terms. Within the 16 schools, there was a small group (first graders at one of the schools) using ita as the primary method of instruction. Which of the various major methods or mixtures of methods is more effective, with what children remains to be seen. The Evaluation System is in the process of correlating test scores for last year with the reading programs that were reported for the individual students and a report will be made as soon as that analysis is completed.

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* Jeanne Chall, Learning to Read: the Great Debate. New York: McGraw-Hill, 1967.

Future reports will be made, particularly reports concerning the correlation of reading approaches, achievement, and other characteristics such as classroom diversity, etc. Further data will be collected this year to provide longitudinal measures of the programs received by children and the achievement attained by them in the 16 schools. Continuing effort will be made to improve the reliability and accuracy of information collected and reported.

The Educational Evaluation System depends on the cooperation of the teachers, primarily to provide data and information on programs in which students are participating. The Evaluation System wishes to acknowledge its debt to teachers who have taken the time to provide the information and to assure them that it will continue to provide feedback of results to them and to others as quickly as data become available.